

2016

(3rd Semester)

ECONOMICS

(Honours)

Paper No. : ECO-302

(Public Finance and Banking)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

1. What is public finance? Discuss the scope of public finance in a developing country like India. 4+10=14

Or

Explain the principle of maximum advantage. 14

2. What are the different sources of public borrowings? Discuss the various methods of public debt redemption. 7+7=14

L7/56

(Turn Over)

Or

Briefly explain Peacock-Wiseman hypothesis of public expenditure. What are the different types and causes of public expenditure in India? 6+8=14

3. What are the objectives of taxation? Explain the merits and demerits of direct tax. 6+8=14

Or

What do you understand by 'taxable capacity'? Briefly explain the tax structure in India. 6+8=14

4. Explain the financial relations between the Centre and States. What constitutes the revenue of the States? 10+4=14

Or

What is deficit budgeting? Highlight the important features of the Union Budget of India 2016-17. 4+10=14

5. Explain the functions of Central Bank. 14

Or

Discuss the rationale and review of bank nationalization in India. What are the recent reforms in the banking sector? 8+6=14

(3)

5. Write the concept and need of distance education. Discuss its scope. $(3+4)+7=14$

Or

Write the meaning of open and distance education. Discuss its merits and demerits. $4+10=14$

2016

(3rd Semester)

SOCIOLOGY

(Honours)

Paper No. : SOC-302

(Population and Society)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

1. Define demography. What are the different aspects of the study of population social demography? 4+10

Or

How do demographic studies help in understanding of population problems and planning? 14

2. "Population when unchecked increase in a geometrical ratio, subsistence increases only in arithmetic ratio."

Explain Malthusian theory of population in the light of above statement. 14

Or

Explain the desirable norms regarding population laid down by the optimum population theory.

3. Analyze the recent trends of India's population viz the different governmental policies to tackle the population explosion problem. 14

Or

Trace the history of world's population growth and the future projection as it continue to grow at the present momentum. 7+7

4. What are the different causes of migration in India? 14

Or

Write a note on social and economic implications arising out of illegal migrational factors in the North-East India with special focus on Nagaland.

5. Give a critical evaluation of Family Planning Programmes in India. 14

Or

Discuss the issues of women's reproductive health in India.

2016

(3rd Semester)

POLITICAL SCIENCE

(Honours)

Paper No. : POL-302

(International Organizations)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

1. (a) Trace the historical development that leads to the establishment of International Organizations. 14
Or
(b) Explain the nature and scope of International Organizations. 14
2. (a) Examine the organization of the League of Nations. What are its achievements? 14
Or
(b) Explain the factors that lead to the failure of League of Nations. 14

3. (a) Discuss the powers and functions of the General Assembly with special reference to Uniting for Peace Resolutions. 14

Or

- (b) Discuss the jurisdiction and role of International Court of Justice. 7+7=14

4. (a) Examine the role of UN in resolving ethnic conflicts around the world. 14

Or

- (b) What is terrorism? Discuss on the legal control undertaken by UN on terrorism. 4+10=14

5. Write short notes on any two of the following : 7×2=14

- (a) NATO
- (b) EU
- (c) ASEAN
- (d) SAARC

2016

(3rd Semester)

HISTORY

(Honours)

Paper No. : HIS-302

(History of India C. AD 1550-1750)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

The questions are of equal value

1. Discuss the historical writings of Badauni.

Or

Give an account of India as described by Bernier.

2. Discuss the organization and management of the Jagirdari system.

Or

Examine Aurangzeb's religious policy towards other religious groups and institutions.

L7/61

(Turn Over)

3. Give an account of the agricultural production during the Mughal period.

Or

Describe, in brief, the village community during the Medieval period.

4. Examine the pattern of external trade in India during the Mughal period.

Or

Discuss the role of merchant communities in India during the Medieval period.

5. Highlight the developments of language and literature during the Mughal period.

Or

Discuss the teachings and contributions of Kabir.

2016

(3rd Semester)

EDUCATION

(Honours)

Paper No. : EDN-302

(Trends and Issues of Contemporary
Indian Education)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

1. What do you understand by the continuing and lifelong education? Discuss the role of NLM and Sakshar Bharat on adult literacy.

5+9=14

Or

"Vocational education is one of the means to solve the problems of unemployment."
Discuss.

14

L7/58

(Turn Over)

2. Highlight the need and objectives of population education. Explain the motivational and promotional measures of the National Population Policy, 2000. 6+8=14

Or

What is sex education? Explain the relation between population education and sex education. 4+10=14

3. Elucidate the need of prioritizing education for women and girls. Explain why we need to promote gender equality. 6+8=14

Or

What are some of the problems of women education in our country? Highlight the schemes implemented by the Government of India in solving the problems of women and girls. 7+7=14

4. What do you understand by values? What programmes should be organized by educational institutions for inculcation of value education? 5+9=14

Or

Discuss the significance of value education. Bring out the importance of both modern and traditional values in our society. 4+10=14

2016

(3rd Semester)

ENGLISH

(Honours)

Paper No. : ENG (H)-303

(Writing in English from Nagaland)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

*The figures in the margin indicate full marks
for the questions*

1. Write a note on the political life of the Early Nagas.

10

Or

Attempt an essay on the importance of oral tradition among the Nagas.

2. Examine the story, *The Old Man Remembers* as a revelation of the "... truth about the self, the land, and above all, the truth about history".

10

L7/53

(Turn Over)

Or

Write a note on the role played by Khatila in the story, *The Jungle Major*.

3. Examine the personification of pain in *Greeting, Pain*. 10

Or

Comment on the central theme of *Cain's Shoes*.

4. Comment on the aptness of the title, *A Terrible Matriarchy*. 10

Or

Examine *A Terrible Matriarchy* as a novel about a coming of age story of a young girl.

5. How does Changkija reflect death in *May Be*? 10

Or

Examine Nini Lungalang's reflection of a girl in *Mirror*.

6. Answer the following questions : 4×5=20

(a) (i) Write a short note on the role of Morung among the Nagas.

Or

(ii) Write a brief note on the religion of the Nagas.

- (b) (i) What is the central theme of *A New Chapter*?

Or

- (ii) Show how the story of *The Pot Maker* is a story of struggle between tradition and individual aspiration.

- (c) (i) Why does the poet feel cheated that her death is forewarned?

Or

- (ii) Discuss why the speaker feels it folly to forget the past.

- (d) (i) Write a note on why the speaker feels burdened by her likeness to her mother.

Or

- (ii) State the relationship between the grandmother and Delieno in *A Terrible Matriarchy*.

- (e) (i) As the matriarch of the family, how does the grandmother command the family?

Or

- (ii) Write briefly about Sentila's last experience of pot making with her mother and state its significance.

2016

(3rd Semester)

ALTERNATIVE ENGLISH

Paper No. : ALTE-301

(Poetry, Short Story and Composition)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 54)

*The figures in the margin indicate full marks
for the questions*

1. (a) Do you think *Ode to the West Wind* is an optimistic poem? Give reasons for your answer. 10

Or

- (b) Attempt a critical appreciation of the poem, *God's Grandeur*. 10

L7/45a

(Turn Over)

2. (a) What are the prayers of the poet for his daughter? Explain with reference to the poem, *A Prayer For My Daughter*. 10

Or

- (b) Relate the various stages of experiences the Magi had passed through while undertaking their journey. 10

3. Attempt a character sketch of Miss Mary Sutherland. 10

4. How do Della and Jim celebrate Christmas? Explain. 10

5. Write a paragraph on any one of the following topics : 14

- (a) Art of living
(b) Better late than never
(c) Empty vessels make much noise

2 0 1 6

(3rd Semester)

ALTERNATIVE ENGLISH

Paper No. : ALTE-301

(Poetry, Short Story and Composition)

(PART : A—OBJECTIVE)

(Marks : 16)

Answer **all** questions*Each question carries 2 marks*

Answer the following questions briefly :

1. Mention the colours of the dead leaves that are driven away by the West Wind from the trees.

2010

1 3/4 hours

ALTERNATIVE ENGLISH

English - 100

1 Poetry, Short Story and Composition

1 Part 2: Literature

1 Part 3: The

1 Part 4: The

1 Part 5: The

Answer the following questions in the

1. Mention the names of the two authors who are given
below in the list. Write their names.

2. In what manner does the poet compare God to a blacksmith in the poem, *The Tyger*?

3. "But I have promises to keep,
And miles to go before I sleep."

Explain.

4. Give a description of the 'temperate valley', the Magi had reached during their journey.

5. What did the imp advise the peasant to do in the 'next' year and why?

6. How do Della and Jim become the magi to each other?

7. How did Sherlock Holmes come to know that the girl (Miss Sutherland) who came to see him was a typist?

8. In the first year of his confinement the lawyer did not take wine or tobacco. What reason did he give for his refusal?

2016

(3rd Semester)

HISTORY

Paper No : HIS-301

[History of India (1526 to 19th Century)]

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 45)

*The figures in the margin indicate full marks
for the questions*

- 1. Give an account of Akbar's Rajput policy. 9**

Or

Discuss the factors which contributed to the gradual disintegration of the Mughal Empire. 9

- 2. Examine the main features of Mansabdari system. 9**

Or

Write a note on the Mughal architecture. 9

L7/60a

(Turn Over)

3. Describe the causes and results of the Battle of Plassey (1757). 9

Or

Describe the methods adopted by Wellesley for the expansion of British power in India. 9

4. Explain in brief the Land Revenue Policy adopted by the British in India. 9

Or

Trace the growth of modern industries in India under the British. 9

5. Discuss the growth of press in modern India. What was its role in the National Movement? 6+3=9

Or

Assess the contributions of Ramakrishna Mission and the Arya Samaj in the field of socio-religious movements in India. 9

2 0 1 6

(3rd Semester)

HISTORY

Paper No. : HIS-301

[History of India (1526 to 19th Century)]

(PART : A—OBJECTIVE)

(Marks : 25)

The figures in the margin indicate full marks for the questions

SECTION—1

(Marks : 10)

A. Write short notes on the following : 2×5=10

1. Battle of Khanua

Or

First battle of Panipat

2010

[The History]

HISTORY

[The History]

[History of India (1526 to 1947)]

[Part A - (1526 to 1947)]

[Part A - (1526 to 1947)]

The figures in the margin indicate the page number of the text.

[Part A - (1526 to 1947)]

[Part A - (1526 to 1947)]

A. Write short notes on the following.

[Part A - (1526 to 1947)]

[Part A - (1526 to 1947)]

[Part A - (1526 to 1947)]

2. Sher Shah

Or

Religious policy of Aurangzeb

(4)

3. Portuguese trade in India

Or

Doctrine of Lapse

4. Meaning of deindustrialization

Or

India's foreign trade

5. Growth of modern intelligentsia

Or

Sir Sayed Ahmad Khan and the Aligarh
Movement

SECTION—2

(Marks : 10)

B. Choose the correct answer by putting a Tick (✓) mark in the brackets provided : 1×10=10

1. Humayun was exiled in the year
(a) 1530 ()
(b) 1540 ()
(c) 1541 ()
2. Who among the following succeeded Shah Jahan to the Mughal Throne?
(a) Aurangzeb ()
(b) Murad ()
(c) Shuja ()
3. Jizya was a
(a) irrigation tax ()
(b) religious tax on the Hindus ()
(c) land tax ()
4. The Red Fort at Delhi was built by
(a) Jahangir ()
(b) Akbar ()
(c) Shah Jahan ()

5. The East India Company secured a firman from emperor Farrukhsiyar in the year
- (a) 1717 ()
 - (b) 1718 ()
 - (c) 1719 ()
6. The French ambition in India ended with their defeat in the
- (a) Battle of Plassey ()
 - (b) Battle of Wandiwash ()
 - (c) Battle of Buxar ()
7. The first railway line was laid between
- (a) Bombay and Thane ()
 - (b) Bombay and Calcutta ()
 - (c) Bombay and Madras ()
8. An important impact of British economic policy in India was the
- (a) impoverishment of peasants ()
 - (b) development of commerce ()
 - (c) growth of industries ()
9. Which of the following is regarded as the 'Magna Carta' of educational reforms in India?
- (a) Sadler Commission ()
 - (b) Hunter Commission ()
 - (c) Charles Wood's Dispatch ()

10. The Ramakrishna Mission was founded by

- (a) Swami Vivekananda ()
- (b) Keshab Chandra ()
- (c) Swami Dayanand ()

SECTION—3

(Marks : 5)

C. State whether the following statements are True (T) or False (F) by putting a Tick (✓) mark : 1×5=5

1. Akbar abolished the Jizya in the year 1564.
(T / F)
2. Aurangazeb followed a liberal religious policy.
(T / F)
3. The first Carnatic War ended with the Treaty of Aix-la-Chapelle.
(T / F)
4. The development of large-scale industries in India by the British benefitted the Indians.
(T / F)
5. The British educational policy in India was solely for the benefit of the Indians.
(T / F)

2016

(3rd Semester)

EDUCATION

Paper No. : EDN-301

(Development of Education in India)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 45)

*The figures in the margin indicate full marks
for the questions*

1. What were the main characteristics of education during the Vedic period? Discuss the merits of Vedic system of education. 6+3=9

Or

Enumerate the main features of Buddhist education.

9

2. Explain the main characteristics of Islamic system of education during the Medieval period.

9

L7/57a

(Turn Over)

Or

State the merits and demerits of Islamic system of education. $4\frac{1}{2}+4\frac{1}{2}=9$

3. Explain the contributions of Christian Missionaries to Indian education. 9

Or

State the significance of the Charter Act of 1813.

4. What was the Macaulay's Minutes of 1835? Describe the contribution of Macaulay to Indian education. $5+4=9$

Or

Describe the main recommendations of the Hunter Commission, 1882. 9

5. State Gokhale's Bill of 1910 and describe its outcome. $6+3=9$

Or

What are the recommendations of the Hartog Committee Report, 1929? 9

2016

(3rd Semester)

EDUCATION

Paper No. : EDN-301

(Development of Education in India)

(PART : A—OBJECTIVE)

(Marks : 25)

The figures in the margin indicate full marks for the questions

SECTION—I

(Marks : 10)

A. Tick (✓) the appropriate response from the choices given below : 1×5=5

1. In Vedic society student life ended with a ceremony, called

(a) Upanayana ()

(b) Bismillah ()

(c) Samavartana ()

(d) Upasampada ()

2. The medium of instruction for Buddhist education was
- (a) Sanskrit ()
 - (b) Arabic ()
 - (c) Pali ()
 - (d) Persian ()
3. Education received State patronage during
- (a) Vedic period ()
 - (b) Medieval period ()
 - (c) Colonial period ()
 - (d) None of the above ()
4. The Charter Act is renewed after every
- (a) 10 years ()
 - (b) 15 years ()
 - (c) 20 years ()
 - (d) 25 years ()
5. The Calcutta University Commission, 1917 was headed by
- (a) Dr. Michael Sadler ()
 - (b) Dr. D. S. Kothari ()
 - (c) Dr. Mudaliar ()
 - (d) Dr. Ramsay ()

B. Fill in the blanks with appropriate words in the following :

1×5=5

1. The house of the Guru in ancient Indian system of education was known as

.....

2. rules were to be followed by the students after admission into the Buddhist Sangha .

3. The first Education Commission was headed by

4. The demand for compulsory education was made to the British Government by

.....

5. Nai Talim or Wardha Scheme of Education is also known as

(4)

SECTION—II

(Marks : 15)

C. Write short notes on any *five* of the following : $3 \times 5 = 15$

1. Gurukula

2. Women's Education in Buddhist Period

3. Madrassa

4. State Patronage in Education

5. Oriental-Anglicist Controversy

6. Magna Carta of Indian Education

7. Demerits of Basic Education

2016

(3rd Semester)

ELECTIVE ENGLISH

Paper No. : EL ENG-302

(Drama and Language Skills)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 54)

*The figures in the margin indicate full marks
for the questions*

1. Answer the following questions : 10×4=40

(a) (i) Write a detailed note on
characterization in drama.

Or

(ii) Classify the types of tragedy and
give a detailed explanation of
characterization.

- (b) (i) In the play, *Volpone* it is "greed that drives the search for money, power and respect but it makes everyone poorer." Evaluate the play in the light of the above statement.

Or

- (ii) Examine the plot of Jonson's play, *Volpone*. How are the main and subplots thematically related?
- (c) (i) Critically analyze the course of Iago's deception of Othello. What motives impel his hatred for Othello?

Or

- (ii) "Othello is a valiant and noble general but his slavery to jealousy is his fatal flaw which ultimately ruins him." Do you agree? Give reasons.
- (d) (i) Examine Webster's *The White Devil* as a revenge tragedy.

Or

- (ii) Is the title of the play, *The White Devil* justified? Give reasons.

Journalistic report on a road accident
locality.

2016

(3rd Semester)

ELECTIVE ENGLISH

Paper No. : EL ENG-302

(Drama and Language Skills)

(PART : A—OBJECTIVE)

(Marks : 16)

Answer **all** questions

Each question carries 2 marks

1. What is tragicomedy?

2010

[2010/2011]

ELIOTIVE ENGLISH

Topic No. 10. 10.10.10

[Grammar and Language Skills]

[10.10.10/2011]

[10.10.10/2011]

Answer all questions

Ex. 1. 10.10.10/2011

1. Write the following

2. What is farce?

3. What significance does the name 'Vulture' hold?

4. Who is Mosca?

5. Do you agree with the view that Desdemona is a passive victim of Othello's brutality? Give reasons.

6. Examine the role of Roderigo in *Othello*.

7. Briefly comment on the theme of betrayal in *The White Devil*.

8. What does Webster's play, *The White Devil* reveal about human nature?

2016

(3rd Semester)

SOCIOLOGY

Paper No. : SOC-301

(Foundations of Sociological Thought)

Full Marks : 70

Pass Marks : 45%

Time : 3 hours

(PART : B—DESCRIPTIVE)

(Marks : 45)

*The figures in the margin indicate full marks
for the questions*

1. Discuss social statics and social dynamics. 9
Or
Explain Comte's law of three stages.
2. Critically examine Spencer's organic analogy. 9
Or
Explain Spencer's view on functionalism.
3. Analyze Marx's historical materialism. 9

L7/64a

(Turn Over)

Or

Explain alienation according to Karl Marx.

4. What are social facts? Explain the characteristics. 3+6=9

Or

Distinguish between 'sacred' and 'profane' according to Durkheim. $4\frac{1}{2}+4\frac{1}{2}=9$

5. Explain interpretative sociology according to Weber. 9

Or

What is bureaucracy? Explain some of its characteristics. 3+6=9

2016

(3rd Semester)

SOCIOLOGY

Paper No. : SOC-301

(Foundations of Sociological Thought)

(PART : A—OBJECTIVE)

(Marks : 25)

The figures in the margin indicate full marks for the questions

SECTION—I

Put a Tick (✓) mark against the correct answer in the brackets provided : 1×10=10

1. Social statics refers to the study of the

- (a) conditions and preconditions of social order ()
- (b) process of social change ()
- (c) process of progressive evolution ()
- (d) evolution of the mind ()

2. The law of three stages represents

- (a) the divine power of gods ()
- (b) different and opposed types of human conception ()
- (c) search for the essential nature of things and people ()
- (d) conceptions in the name of new order ()

3. Survival of the fittest was coined by

- (a) Comte ()
- (b) Weber ()
- (c) Spencer ()
- (d) Marx ()

4. Spencer is generally accepted as the

- (a) first founder of sociology ()
- (b) third founder of sociology ()
- (c) fourth founder of sociology ()
- (d) second founder of sociology ()

5. Historical materialism is stated by Karl Marx in

- (a) *The Communist Manifesto* ()
- (b) *German Ideology* ()
- (c) *Das Capital* ()
- (d) *Contribution to the Critique of Political Economy* ()

6. *The Communist Manifesto* was written in

- (a) 1848 ()
- (b) 1845 ()
- (c) 1833 ()
- (d) 1820 ()

7. *The Division of Labour* was written by

- (a) Auguste Comte ()
- (b) Durkheim ()
- (c) Max Weber ()
- (d) Herbert Spencer ()

8. Social facts must be regarded as

- (a) objects ()
- (b) values ()
- (c) things ()
- (d) norms ()

9. Bureaucracy implies

- (a) traditional authority ()
- (b) goal-oriented authority ()
- (c) value-oriented authority ()
- (d) rational-legal authority ()

10. *The Protestant Ethic and the Spirit of Capitalism* was written by

- (a) Max Weber ()
- (b) Auguste Comte ()
- (c) Karl Marx ()
- (d) Emile Durkheim ()

SECTION—II

Indicate *True (T)* or *False (F)* by putting a Tick (✓) mark :

1×5=5

1. Auguste Comte was a German thinker.

(T / F)

2. *Origin of Species* was written by Herbert Spencer.

(T / F)

3. The worker becomes a slave to his objects.

(T / F)

4. In Durkheim's view, the sacred is far from synonymous with the divine.

(T / F)

5. The term 'bureaucracy' finds its origin from the French word 'bureau' which means 'desk'.

(T / F)

SECTION—III

Answer the following in brief (any five) : $2 \times 5 = 10$

1. Write, in brief, the life sketch of Auguste Comte.

2. Mention two similarities between societies and living organisms.

3. Give two differences between social statics and social dynamics.

4. What, according to Durkheim, is religion?

5. How does Karl Marx trace the history of class struggle?

6. Describe the method Durkheim used to interpret social facts.

7. Explain two types of social action.
